



Year	Term	Rationale	Prior Knowledge/ Connections
<p>Early Years & Key Stage 1</p>	<p>All children are introduced to French (along with others) as a different language that people use to communicate in across the world. In order to explore the similarities and differences between the language, children will begin to listen to and speak in French (through lots of modelling and repetition) through greetings and numbers to 5, whilst responding to everyday classroom instructions. This provides a foundation for learning for all children as they experience discrete MFL teaching from Year 3 through to Year 6.</p>		
<p>Year 3</p>	<p>Autumn</p>	<p>Core Unit 1 – Greetings/ Introducing/ Counting/ Family Members</p> <p>Greetings/ Introducing Basics of communicative language to be developed with children engaging them in learning French through listening, speaking, reading and writing skills. Focus on successfully remembering key vocabulary to contribute to a basic conversation.</p> <p>Counting To develop a solid awareness of the first 10 numbers (counting and recognition) in the number sequence, supporting successful application of numbers to other learning contexts further through the programme.</p> <p>Family Members Develop awareness of names of people most familiar to the children in their world.</p>	<p>Pre-teaching of French in Early Years and Key Stage 1 through 'French in the Classroom' poster ensures connections to the learning content for 'Greetings' and 'Counting'. Sporadic language can now be contextualised into a conversation.</p>
	<p>Spring</p>	<p>Core Unit 2 - Days of the week/ Colours/ Counting (cont.)/ Countries/ Likes & Dislikes</p> <p>Days of the Week/ Colours Introduction of further basic language to support conversational language whilst giving content to</p>	<p>Knowledge of numbers to 10 are required to apply to teen numbers. Extension of number knowledge in preparation for 'Birthdays' so they can be applied where required.</p>



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		<p>discuss during 'likes and dislikes' conversational work.</p> <p>Counting Continuation of counting to apply previous number/ language knowledge to the number pattern. Chosen numbers can be applied to 'Birthdays' learning.</p> <p>Countries Opportunity to develop knowledge bank of children whilst exploring some similarities in language between French and English. This is also an opportunity to develop cultural capital, in recognising the use of French across the world.</p>	
	<p>Summer</p>	<p>Core Unit 3 – Body Parts/ Counting (cont.)/ Clothing/ Months/ Birthdays</p> <p>Body Parts/ Clothing Further language content knowledge to support descriptive knowledge. Body parts and clothing will be combined with previously taught number knowledge, colours and likes and dislikes. This learning provides an opportunity to explore masculine and feminine nouns.</p> <p>Months/ Birthdays Introduction of further knowledge content around day-to-day changes, with opportunities to apply prior number and day knowledge alongside likes and dislikes conversational work, adding to</p>	<p>Extension of number/ counting knowledge gained in Y3 autumn and spring term to be applied when identifying birthdays.</p> <p>Days of the week knowledge gained in Y3 spring to be applied to 'Birthdays' with the combination of number knowledge. Content knowledge will support with identifying the date for each day.</p>



Curriculum Rationale

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		information that can be communicated via speaking, listening, reading and writing.	
Year 4	Autumn	<p>Playtime</p> <p>A significant opportunity to further develop language bank through familiar objects to our children, whilst introducing new sentence stems and applying previous learning for likes and dislikes and descriptive language.</p> <p>Comparative language between verbs and nouns, whilst combining them together is compared between statements and commands.</p>	Application of knowledge regarding masculine and feminine nouns alongside work around singular and plural.
	Spring	<p>My Home</p> <p>Further language content knowledge to support descriptive knowledge. Focus on using previously learnt knowledge more confidently, fluently and with more complex reading, writing, speaking and listening skills. Encouraging application of vocabulary they need in order to say where they live and give details about a variety of rooms and furniture.</p>	<p>Application of basic verbs associated with daily routine, in the first person.</p> <p>Application of prior colour knowledge and number knowledge.</p>
	Summer	<p>My Town</p> <p>A significant opportunity to further develop language bank through familiar objects to our children, whilst introducing new sentence stems and applying previous learning for likes and dislikes and descriptive language. Encouraging application of</p>	<p>Application of prior number knowledge.</p> <p>Application of directional knowledge to give directions and describe where they live.</p>



MFL Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
		vocabulary they need to give simple directions to town building and where they live.	
Year 5	Autumn	<p>My Home</p> <p>Further language content knowledge to support descriptive knowledge. Focus on using previously learnt knowledge more confidently, fluently and with more complex reading, writing, speaking and listening skills. Encouraging application of vocabulary they need in order to say where they live and give details about a variety of rooms and furniture.</p>	<p>Application of basic verbs associated with daily routine, in the first person.</p> <p>Application of prior colour knowledge and number knowledge.</p>
	Spring	<p>My Town</p> <p>A significant opportunity to further develop language bank through familiar objects to our children, whilst introducing new sentence stems and applying previous learning for likes and dislikes and descriptive language. Encouraging application of vocabulary they need to give simple directions to town building and where they live.</p>	<p>Application of prior number knowledge.</p> <p>Application of directional knowledge to give directions and describe where they live.</p>
	Summer	<p>Describing People</p>	<p>Application of prior colour knowledge.</p>



Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
		<p>A significant opportunity to further develop language bank through familiar objects to our children, whilst introducing new sentence stems and applying previous learning. Encouraging application of vocabulary to describe themselves. Focus on using the pronouns he and she when talking in the third person.</p>	<p>A variety of new adjectives and how standard adjectives change to agree with the nouns described.</p>
<p>Year 6</p>	<p>Autumn</p>	<p>My Home</p> <p>Further language content knowledge to support descriptive knowledge. Focus on using previously learnt knowledge more confidently, fluently and with more complex reading, writing, speaking and listening skills. Encouraging application of vocabulary they need in order to say where they live and give details about a variety of rooms and furniture.</p>	<p>Application of basic verbs associated with daily routine, in the first person.</p> <p>Application of prior colour knowledge and number knowledge.</p>
	<p>Spring</p>	<p>My Town</p> <p>A significant opportunity to further develop language bank through familiar objects to our children, whilst introducing new sentence stems and applying previous learning for likes and dislikes and descriptive language. Encouraging application of</p>	<p>Application of prior number knowledge.</p> <p>Application of directional knowledge to give directions and describe where they live.</p>



Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
		vocabulary they need to give simple directions to town building and where they live.	
	Summer	Describing People A significant opportunity to further develop language bank through familiar objects to our children, whilst introducing new sentence stems and applying previous learning. Encouraging application of vocabulary to describe themselves. Focus on using the pronouns he and she when talking in the third person.	Application of prior colour knowledge. A variety of new adjectives and how standard adjectives change to agree with the nouns described.